



## ***Together We Create A Masterpiece***

- 1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.***

According to Howard Gardner children's strengths lie in different kinds of intelligence. Tapping into the arts is an important way to reach the learning talents of all our students. We have created a program that integrates art appreciation into the writing curriculum. This program serves the dual purpose of inspiring students to write creatively while introducing them to great works of art. The implementation of this program has enriched the learning for every student.

This third grade program consists of a nine month long study of selected artists and their masterpieces. Every month students are presented with a photocopied picture of a famous masterpiece. Students use this picture as a writing prompt. Working within a set time frame the students compose a creative story relating to the picture. Students then use the writing process to edit, revise and rewrite their stories. When the stories are completed students utilize the computer lab to type and print their stories. The students are also given the opportunity to read their stories to the class. After the presentations, teachers give a full background of the artist and the styles and techniques for which he/she is famous. Students then conclude each masterpiece study by creating their own masterpiece emphasizing the artist's style. Mid year students have the opportunity to experience a virtual field trip to the Philadelphia Museum of Art. There is also a strong parental involvement component to this program. Parents are invited to the school art gallery throughout the year. Parents are also encouraged to visit suggested art websites and local museums with their children. As a culminating activity students travel to the Philadelphia Museum of Art where they participate in an art scavenger hunt and enjoy a lesson with a museum docent.

### **The objectives for this program include:**

- To increase writing skills by utilizing the writing process.
- To develop oral communications skills.
- To compare and contrast artistic styles
- To recreate the artist style by producing their own masterpiece.
- To have a cultural experience at a world-renowned art museum.
- To develop word processing skills
- To interpret, discuss and evaluate some of the world's most well known art.



***2. List specific Core Curriculum Content Standards, including the Cross- Contents Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standards. Provide an example to substantiate your response.***

**Language Arts Literacy: some examples**

**3.1-3.2** All students speak for a variety of real purposes and audiences. All students listen actively in a variety of situations to information from a variety of sources. After students have written their “art inspired” stories they will orally present them to the class. During the gallery tour, students speak for a variety of purposes and to a variety of audiences. During teacher and student presentations and during the virtual field trip, students also actively listen to gather information from a variety of sources.

**3.3** Students use the writing process to write “art inspired” stories. These stories will be written in clear, concise and organized language for a variety of audiences.

**3.5:** Students analyze non-textual samples of artwork produced by famous artists. The students use the information they gained to create their own masterpieces.

**Cross-Content Work Place Readiness: some examples**

**2:** Students use images from a digital camera, information, technology, and other tools to create some of their masterpieces. They will also develop keyboarding skills to input their “art inspired” stories into MS Word

**3:** Students use critical thinking, decision-making, and problem-solving skills to develop their writing and art pieces.

**4:** While using the writing process, students demonstrate self-management skills. They develop, revise and edit their “art inspired” stories. They must use their time efficiently to complete the assignment in the given time frame.

**Visual and Performing Arts: some examples**

**1.1:** Students are exposed to various works of art through classroom visuals and virtual and live field trips to the Philadelphia Museum of Art. Through this exposure to famous works of art the students are taught to appreciate aesthetic awareness.

**1.2 and 1.6:** By producing a piece of art that reflects a famous artist’s style children design and refine perceptual, intellectual, and technical skills.

**1.3:** The actual production of the student’s picture will reinforce common elements such as line, space, color and shape.

**1.4:** As the students view various works of art they will learn to critique the work. They will be comparing and contrasting color, shapes, feelings and style.

**1.5:** Students will explore the various historical, social and cultural influences and traditions that influenced the artistic styles of the artists.

**Social Studies: some examples**

6.2 All students will learn democratic citizenship through the humanities, by studying literature, art, history, and philosophy, and related fields. During class discussions about the artist and the times in which they lived, students are made aware of the human experiences of that era.

6.7 All students will acquire geographical understanding by studying the world in spatial terms. Using maps and globes students locate the country where the artist was born and lived.

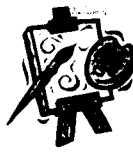
***3. Describe the educational needs of the students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives have been met. Provide assessments and data that show how the practice met these standards.***

Classroom teachers struggle daily to inspire their students to write creatively. Teachers are finding that the students not only lack fundamental writing skills but also the ideas needed to write creatively. Through our studies of multiple intelligence and brain research, we recognize that one of the reasons for this limited idea pool is related to the lack of cultural experiences our children have had. In a generation where children spend a majority of their time watching television and playing video games, it is rare that a child has any knowledge of art history or has ever visited an art museum. In an effort to satisfy these needs we have developed an art inspired writing program that interests and excites our students. This program increases our students' writing abilities while developing a lifelong appreciation of art.

***Assessments and Data - see attached sheet***

***4. Describe how you would replicate the practice in another school and/or district.***

This cross-curricular approach to writing is very easy to replicate. The unit outline, instructional plan, recommended readings, suggested Internet sources, and samples of student work are available for replication. Interested schools must contact the Philadelphia Museum of Art to discuss and schedule field trips. The unique element of this instructional unit is the variety of learning styles that it covers. Whether it is with the story writing, oral presentations, word processing, creating their art project, or analyzing art every student has the chance to meet with success. Great art inspires great writing!



## Objective: A To increase writing skills by utilizing the writing process.

To determine the amount of growth made in writing skills related to this project, Creating a Masterpiece, students were given a pre and post assessment. A four point Rubric, evaluating six writing areas including ideas and content, organization, voice, word choice, sentence fluency and writing conventions was used as a pre and post assessment. The four point Rubric summarized the students' progress as excellent, good, fair or unsatisfactory.

Chart 1: 3<sup>rd</sup> Grade Students

### FOUR POINT WRITING RUBRIC

Teacher #	Groups	Pre score0	Postscore0	Pre score1	Postscore1	Pre score2	Postscore2	Pre score3	Postscore3	Pre score4	Postscore4
Teacher A	22	4	0	11	5	3	8	3	3	0	6
Teacher B	23	6	0	11	2	5	9	1	7	0	5
Teacher C	23	6	0	11	2	5	9	1	7	0	5
Teacher D	22	1	0	4	1	13	7	4	6	0	8
Teacher E	21	0	0	4	0	9	3	6	12	0	4
Teacher F	08	0	0	4	1	3	4	0	2	0	0
Teacher G	21	0	0	6	0	9	3	6	11	0	7
Totals #	140	17	0	51	11	47	43	21	48	0	35

#### Groups of Students: Seven third-grade classes participated in this project.

This data indicates that 17 students received a 0 in their pre-assessment Writing Rubric but none received a score of 0 on the Rubric post assessment. Fifty-one students received a Rubric pre- assessment score of 1 but of these students, only 11 received a post Rubric score of 1. On the Rubric pre assessment, 47 students received a 2, whereas 43 students received a post score of 2.

Twenty-one students received a Rubric score of 3 on their pre assessment but 48 students received a score of 3 on the post Rubric-writing assessment. Note that no student made a writing Rubric score of 4 on the pre-assessment. However, 35 students made a Rubric score of 4 on the post assessment.

Overall, students made a significant increase in creative writing. This is indicated as scores on the lower end of the rubric (0, 1, 2) showed a decline in the post scores, where-as the levels of rubric levels of 3 and 4 showed an increase of students in the post assessment columns.

In Chart 2, it is noted that the Rubric pre score of 1 is the highest with 51 students receiving a pre score of 1. The Rubric post score of 3 is the highest with 48 students receiving a post score of 3. Note that 17 students received a pre score of 0 but no students received a post score of 0. No student received a Rubric score of 4 on the pre Rubric assessment, but 35 students received a post score of 4 on the Rubric post assessment. This data indicates that students involved in Creating a Masterpiece showed some significant improvement in their overall writing process as observed by reviewing their pre and post assessment scores on the Writing Rubric.

#### SOFT DATA COLLECTED: Parent Survey

Soft data was collected in the form of a survey given to parents.

In summary, 95 % of those parents returning the surveys felt that they observed a positive increase in choice of vocabulary and overall writing improved following each study of an artist and his work.

Too, students seemed to be more comfortable with the writing process.

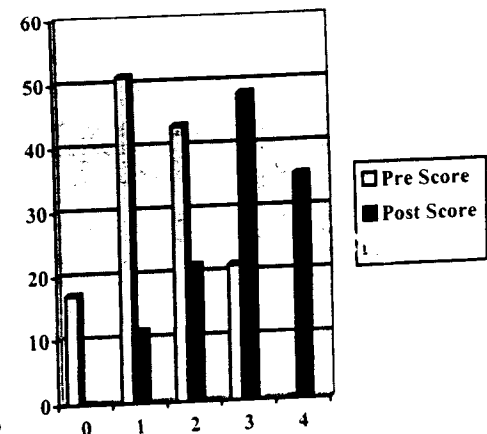


Chart 2: Pre Post Rubric Totals